

JSTC Assessment, Target Setting and Tracking policy

Aims

Through this policy we aim to:

- Enable students to understand what they have to do to reach at the end of a lesson, year, and key stage.
- Allow teachers to determine what a student has mastered but also any gaps in knowledge and understanding which will further aid planning.
- Involve students in their own learning.
- Give parents a clear idea of what the progress their child is making.
- Provide information that can be used to evaluate teaching and learning practice.
- Give students effective feedback so they know what they have done well and what they need to improve. (see also feedback policy)
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Track student performance, including sub-groups, and identify those students at risk of underachievement or who could progress more rapidly.
- Provide information which can be used to evaluate the JSTC's performance against its own previous attainment over time and against contextual national standards.
- Provide information which can be used by wider colleagues e.g., Annual Reviews.
- Fulfil statutory requirements relating to assessment.
- Enable all students to make good or better progress.

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment

At JSTC we believe:

- Assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum.
- Assessment is effective when it gives teachers an accurate picture students' learning and understanding and enables teachers to 'adapt teaching methods to meet students' needs and improve learning outcomes'.¹
- Assessment should be planned for and linked to the intended learning outcomes and subsequently inform teachers' decision making.
- Assessment is of value when teachers give specific feedback and provide time for students to act on it.
- Assessment can be formative (enabling next steps) and summative (how did I do?)²
- Formative assessment can be termed 'responsive teaching'³, and comes in a variety of forms, including questioning, low-stakes quizzes, essays, homework.

¹ Black & Wiliam, (1998), *Inside the Black Box: Raising standards through classroom assessment*. London: School of Education, King's College, London

² Hattie & Clarke, (2019), *Visible Learning: Feedback*. Oxford: Routledge

³ Christodoulou, D. (2017), *Making Good Progress: The Future of Assessment for Learning*. Oxford: OUP

- Assessment can be used to identify misconceptions, prior knowledge and how and when to introduce new learning.
- Summative assessment comes in a variety of forms including, extended projects, interim tests, standardized tests, external examinations, portfolios, none-exam assessments.
- Summative assessment can also be termed formative assessment if they are used as such.

Assessment approaches

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative assessment (assessment for learning)

Effective formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Students** to measure their knowledge and understanding against learning outcomes, and identify areas in which they need to improve
- **Parent/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative helps to identify the next steps needed to make progress. It takes account of students' strengths as well opportunities for development. Formative assessment essentially promotes future learning.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”
(Primary Framework, 2007)

Formative assessment strategies are employed daily in every lesson to enhance learning for the pupils. It takes place during the learning activity (see feedback policy). All teachers set the learning outcomes at the beginning of a lesson which then provide focus for teachers and student's self-evaluation. Questioning is crucial throughout the learning to establish understanding; 'deep' thinking is encouraged through open questioning; however, students may need shorter closed, and/ or scaffolding questions to help them understand a concept and begin to employ deep thinking. Some of the best questioning can be designed around 'hinge' questions, whether that be multiple choice questions with wrong answers that are common misconceptions, or open questions that enable teacher to establish whether students are ready to move on in their learning.

Teachers will employ a range of formative assessment strategies such as:

- Use of mini whiteboards to get instant feedback of understanding.
- Mini plenaries to determine understanding at regular intervals.
- Low stake quizzes and interleaving starters.
- Wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Online testing, such as Heggerty Maths, or GCSEpod.
- Scanning work for student attainment and progress.
- Think, pair share
- Traffic light cards, thumbs up
- Self (or peer) assessment based on individual learning outcomes
- 1:1 or group discussions with pupils.
- Next-step marking and feedback (see Feedback Policy).

We encourage peer evaluation and feedback but are mindful that many students find this difficult, either through having low self-esteem or lack of understanding, leading to incorrectly evaluating incorrect answers as correct. Scaffolding and positive encouragement will enable students to develop this skill. Self-assessment is supported using a traffic light system or similar process and quick checks such as thumbs up/ thumbs down.

Feedback is a crucial part of ongoing assessment (see feedback policy). Feedback should always be meaningful, informative, and positive, providing an indication of a student's achievement for both student and parent.

Internal summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over time. It should be used to provide feedback on how they can improve.
- **Parent/carers** to stay informed about the achievement, progress, and wider outcomes of their child across a period.

Summative approaches will vary based upon the age of development of the student, but may include mock examinations, end of year tests, end of topic or interim tests, essays, portfolio work, a final project, cumulative work over an extended period.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parent/carers** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4.

Targets and Flightpaths.

At JSTC we assign to students:

- Year 7 and 8 a flightpath
- Year 9,10 and 11 a Level 1/2 target (e.g. GCSE or vocational)

The process of assigning targets and flightpaths, to students, is based upon the following principles. Targets should:

- Consider a student's starting point, and circumstances.
- Be based upon standardized data, using a transparent and rigorous process
- Challenge students' performance.
- Support students in their own development.

- Enable the tracking of students' progress over time by enabling the comparison current or forecast tracking data with targets.
- Communicate to parent/carers the level of expectation of their child's performance.
- Motivate, not demoralize students.

With the above in mind the process for assigning flightpaths to year 7 and 8 students utilizes Key Stage (KS) 2 scaled scores, Cognitive Ability Testing (CATs) data, and Fischer Family Trust (FFT) grade estimates, to triangulate the most appropriate flightpath for a student.

There are 4 flightpaths, that link to an estimation of future performance at KS4.

flightpath	Possible level 1/2 grades
F, foundation	Grade 1,2,3
C, core	Grade 4,5,6
A, advanced	Grade 6,7,8
E, exceptional	Grade 7,8,9

The flightpaths remove the negative impact of assigning a potentially demoralizing KS4 in lower school, but also enables progress, or achievement, rather than attainment, to be tracked, encouraged, and celebrated.

Upper school students are assigned a target grade that is appropriate for the level 1/2 qualifications they are entered for, which is assigned after the students start their KS4 courses. The target grades are triangulated using KS2 scaled scores, FFT estimated predicted grades⁴ and staff knowledge of their students within their area of expertise.

GCSE targets	Vocational: BTEC's	Vocational: Cambridge National
9,8,7,6,5,4,3,2,1 Science Trilogy: 99,98,88,87,77,76,66,65,55,54,44, ,43,33,32,22,21,11	D*, D2, M2, P2, P1	D*, D2, M2, P2, D1, M1, P1

Tracking: collecting and using data

Tracking of students is a vital element to enable the 'principles of assessment' to occur (see above). Tracking can take place on a lesson-by-lesson basis by the teacher, utilizing formative assessment, but also through the gathering and analysis of internal summative assessment. Whole-school tracking data is recorded 3 times a year across 7-11, this is a 'data drop'⁵, and is done at a time in line with the published school calendar.

To this end in year 7,8, and 9 students are tracked using a progress scale:

Reported progress	meaning	Numerical value
Above	Student is performing above expected target/flightpath	3
On	Student is performing as expected for their target/flightpath	2
Below	Student is underperforming for their target flightpath	1

⁴ Using the 20% model, i.e. generating estimates if the schools performance was placed in the top 20% of all schools nationally.

⁵ colloquially known as 'a+a's'

For this progress to be recorded, subjects should have a process of identifying the progress the student is making in comparison to a student's flightpath or target. The process could be criteria referenced, norm-referenced or grade-boundary referenced, which depends on the summative assessment method a subject use.

For a subject that uses criteria referencing a list of descriptors is used to enables staff to assess student work and decide the level of progress a student is making relative to their flightpath.

For a subject that uses grade-boundaries, grade-boundaries are created for assessments completed, as to what is expected for progress for each flightpath.

This tracking system is also used in year 9, but the referencing is against KS4 targets and not flightpaths.

In year 10 and 11, tracking changes to recording of 'attainment' in KS4 performance using the appropriate KS4 grading system.

Supplementary to gathering of progress and attainment data the final tracking point in year 9 and throughout year 10 and 11, teachers also generate 'forecast' grades. Forecast grades are professional predictions of student's future performance at the end of year 11. This is inherently difficult to do, least of all because predicting future performance cannot consider things that will affect future performance that are unknown, for example changes to a student's personal circumstances. Even so, teachers, utilize a full spectrum of information, including current pastoral knowledge of the student and current and past academic performance of the student.

Simultaneously, pastoral 'conduct' data is also gathered and tracked along with academic progress data. This includes:

- Attitude to learning
- Home learning

For each of these areas there is a 4-point scale; 4=excellent, 3 = good, 2 = requires improvement, 1 = urgent improvement needed.

Intervention and Tracking

At times, it may be necessary to provide students with extra support, beyond a student's normal curricular experience. To identify students and the appropriate interventions both quantitative data and soft data will be used.

Examples of quantitative data can include:

- CATs, KS2 Scaled Scores, Reading and Spelling ages, PASS⁶ tests and baseline testing.

Soft data can include:

- Pastoral knowledge through parents, SEND, prior schools, tutors, pastoral systems.

This in turn leads to many interventions, delivered by a variety of staff, including. Reading programmes, Math's and English Tutoring and various pastoral interventions.

These interventions are themselves tracked and monitored for impact, which thus helps evaluate and refine the interventions, and in itself way follows the 'principles of assessment' outlined above.

Reporting to parents/carers

Tracking progress data and 'conduct' data is shared with parents following an 'data drop' for the particular year, via the MCAS app and emails, in line with the published school calendar. This report is colloquially known as an 'A+A'. This will include all subjects that report tracking and/or conduct data. Attendance data and lates are also shared. Following one of the reports, in line with the published calendar, parents/carers are invited to take part in a 'parent's evening to further discuss their child's progress.

⁶ Pupil Attitudes to Self and School.

Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention, (see above 'intervention')

JSTC uses meaningful ways of measuring all aspects of progress, processing, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

Training

Teachers will be kept up to date with developments in assessment practice through departmental meetings, skill-share, self and peer training, staff meetings, emails, 3rd parties (e.g., exam boards) and online reading which they will be directed to by the senior and middle leadership or through self-guidance. Moderation and peer review will enable them to develop and improve their practice through highlighted reflection time.

Roles and responsibilities

Governing body

The Governing body is responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher/ Senior Leadership

The headteacher/ senior leadership is responsible for:

- Ensuring that the policy is adhered to.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and quality assurance opportunities.

Subject Leaders

Subject Leaders are responsible for:

- Ensuring that the policy is followed by those staff they line manage
- Monitoring the standards of the staff, classes and/or tutor groups within their area
- Analysing summative attainment, progress and 'conduct' of students in their area, including sub-groups
- Coordination of assessment systems within their area, specifically summative assessment

- Ensuring quality assurance and standardisation of assessment within their area.
- Addressing and developing any needs that will further enhance the student experience

Pastoral Leaders

Pastoral Leaders are responsible for:

- Analysing tracking data and 'conduct' data of students in their year group, including sub-groups to help support the academic performance of their students within their cohort.
- Supporting tutors in them working with student in respect to tracking data.
- Ensuring tutors work with their tutees, in relation to tracking data and support their academic progress.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy and any subsequent guidance at a subject level
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Monitoring performance of the students they teach both through formative and summative assessment, to help inform immediate future teaching or long-term future teaching.

Monitoring of policy

This policy will be reviewed annually by Assistant Head: Standards. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Both senior and middle leadership is responsible for ensuring that the policy is followed.

Both senior and middle leadership will monitor the effectiveness of assessment practices across the school, through drop-in's, lesson observation, work scrutiny, student feedback, quality assurance/moderation, performance management, line management meetings.

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Feedback policy
- Non-examination assessment policy
- Teaching and Learning policy
- Examination contingency plan
- Continuing Professional Development Policy
- SEND policy